Schoology-Mediated Narrative Writing Instruction: Changes in Content and Organization among Secondary EFL Learners

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Submitted: 22/02/2026 | **Revised: 07/04/2026** | **Accepted: 19/07/2026**

E-ISSN : 2579-4574 **P-ISSN : 2549-7359**

Abstract. This study examined whether Schoology-mediated narrative writing instruction was associated with improved writing performance among EFL learners. More specifically, it investigated whether Schoology-supported instruction helped students develop narrative content and organize their texts more effectively. A quantitative pre-experimental one-group pretest-posttest design was used with 30 eleventh-grade students at MAN Selayar, Indonesia. Students completed narrative writing tests before and after six instructional sessions delivered through Schoology. Researchers assessed their writing with an analytic rubric covering two dimensions: content and organization. Descriptive statistics were used to identify changes in mean scores, and paired-samples t-tests were conducted to determine whether the pretest-posttest differences were statistically significant. After the intervention, the mean score for content increased from 76.53 to 84.73, while the mean for organization rose from 70.46 to 80.43. The t-test results also indicated statistically significant improvement in both writing components. These findings suggest that Schoology-mediated instruction can provide a structured digital environment in which students generate ideas, develop narrative content, and organize texts more coherently. The study contributes to technology-enhanced EFL writing pedagogy by showing how an LMS can support narrative writing instruction at the secondary-school level. Because the study used a one-group pretest-posttest design, however, the findings should be interpreted as preliminary evidence rather than as causal proof.

Keywords: *Schoology; narrative writing; EFL writing instruction; learning management system; technology-enhanced learning*

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